



Section 1: Part 1

Who Are We Now: Three-Component Model

Created: June/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Identify the parts of the three-component model.
2. Provide one to two examples of the three parts of the three-component model:
 - a. Classroom Instruction/Laboratory
 - b. FFA
 - c. Supervised Agricultural Experience (SAE)

TIME REQUIRED: Interest Approach – 15 minutes; Activity 1 – 20 minutes; Activity 2 – 20 minutes

RESOURCES: "Official FFA Student Handbook," FFA.org and additional resources outlined below

EQUIPMENT AND SUPPLIES NEEDED:

1. Biographies – Provide three examples of students excelling in a classroom/laboratory, in FFA and in an SAE.
2. Picture Scavenger Hunt – Various types of pictures of students learning in a classroom, different SAE programs and leadership opportunities through FFA.
3. NH.Section1.Who Are We Now – PowerPoint Presentation.
4. "Official FFA Student Handbook" – one copy per student.
5. Internet access for students (*optional*).

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An introduction to agricultural education.
2. An introduction to the three components of agricultural education.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food, & Natural Resources career pathways.

FFA Precept

- FFA.PL-B.Relationship. Build relationships, work as a team player and appreciate the talents of others.
- FFA.PL-C.Vision. Visualize the future and how to get there.
- FFA.PL-E.Awareness. Understand personal vision, mission, and goals.
- FFA.CS-M.Communication. Effectively interact with others in personal and professional settings.

Common Career Technical Core

- AG5. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

Common Core - Writing

- CCSS.ELA-Literacy.W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Common Core - Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

AFNR Career Ready Practices

- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Initiative and Self-Direction
- Think Creatively

LESSON PLAN:

1. *Interest Approach:* Choose a few pictures of items/people/phrases that typically come in sets of three from http://hooplaha.com/2012/12/wonderful-things-coming-in-3/#.V_M7jk0VCfA.
 - a. Divide students into groups of two or three.
 - b. Show the pictures in a slideshow or storybook and have students determine what all of the images have in common. Allow students to come up with a couple of ideas relating all the images together.
 - c. Share that all of the pictures come in groups of three, just like the three-component model of agricultural education has three parts:
 - i. Classroom/laboratory instruction
 - ii. FFA
 - iii. Supervised agricultural experience (SAE)
 - d. Provide three biographies of students excelling in a classroom/laboratory, in FFA and in an SAE. Allow students the time to read the biographies and then discuss what qualities make the students so successful in their fields.
2. *Activity 1:* Parts of an agricultural education program – the parts of the three-circle model.
 - a. Show various types of pictures of students learning in a classroom, different SAE programs and leadership opportunities through FFA (it would be ideal to hang four or five photos for each component around the room).
 - i. Have the groups of two to three students sort the images around the room into which component (classroom/laboratory, SAE or FFA) the image belongs with the best.
 - ii. Have students discuss the reason why they placed their image in each category.
 - b. Link different images to the components within agricultural education and talk about how a well-rounded, school-based agricultural education program has three components (classroom/laboratory, SAE and FFA).
 - c. Discuss the role of each component in making a well-rounded agricultural education program.
3. *Activity 2:* Provide one or two examples of the three parts of the three-circle model.
 - a. Divide students into groups of three or four for a role-playing scenario.
 - b. Assign each group a different component of agricultural education:
 - i. Classroom/laboratory instruction
 - ii. FFA
 - iii. Supervised agricultural experience (SAE)
 - c. Encourage each group to use the information outlined in “The Official Student Handbook” to learn more details about the three-component model of agricultural education.
 - i. If possible, have students log in to FFA.org and search for additional information online.
 - d. Each group will present their information to the class after they have researched.
 - i. You can use various types of presentation options here. Select the best option for your classroom: Little Professor Moment, Skit, Song/Rap, Pictographs, etc.
 - e. Discuss why it is important to have three components to agricultural education.
 - i. What do the implications of the three-component model mean for the future of agriculture?
 - ii. How does each part prepare students for a career after high school?
4. *Follow Up:* After all groups have presented their portion of the three-component model, have students write down two goals for their growth in each of the components: classroom instruction/laboratory, FFA and SAE. Have students answer:
 - a. Are my goals specific, measurable, attainable, realistic and timely?
 - b. How can I use my time in agricultural education to accomplish my life-long goals?
 - c. What are some common goals I have with my peers/classmates?
5. *Leveling Up:*
 - a. Have students create a personal mural of their own interpretation of agricultural education.
 - b. Have students develop chapter and community outreach goals to help strengthen each of the three components.
 - c. Have students create career-based goals on the three components. Journal about how each part helps in the career preparation process.

ADDITIONAL RESOURCES:

“45 Wonderful Things that Come in Three’s” – http://hooplaha.com/2012/12/wonderful-things-coming-in-3/#.V_M7jk0VCfA
NH.Section1.Who Are We Now – PowerPoint Presentation.
“Official FFA Student Handbook” – one copy per student.

Biographies

Directions: Provide three examples of students who excel in each of the three parts of the three-component model: classroom instruction/laboratory, SAE and FFA.

Student Biography

Picture Scavenger Hunt

Which component do these images match best?

Directions: Find four to five photos for each part of the three-component model: classroom instruction/laboratory, different SAE programs and leadership opportunities through FFA.

Picture of a student learning in a classroom
(Same for SAE and FFA)

Aligned to the following standards:
CS.05; FFA.PL-B.Relationship; FFA.PL-C.Vision FFA; PL-E.Awareness; FFA.CS-M.Communication; AG5; CCSS.ELA-Literacy.W9-10.2; CCSS.ELA-Literacy.SL.9-10.1; CRP.04; Communication; Critical Thinking and Problem Solving; Initiative and Self-Direction; Think Creatively.